



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

UNESCO



**“Since wars begin in the minds of men,
it is in the minds of men that the defences
of peace must be constructed.”**

UNESCO Constitution

What is it?



What does it do?



The United Nations Educational, Scientific and Cultural Organization (UNESCO) was born on 16 November 1945

UNESCO works to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. It is through this dialogue that the world can achieve global visions of sustainable development encompassing observance of human rights, mutual respect and the alleviation of poverty, all of which are at the heart of UNESCO'S mission and activities.



UNESCO... World Challenges

The broad goals and concrete objectives of the international community – as set out in the internationally agreed development goals, including the Millennium Development Goals (MDGs) – underpin all UNESCO's strategies and activities. Thus UNESCO's unique competencies in education, the sciences, culture and communication and information contribute towards the realization of those goals.

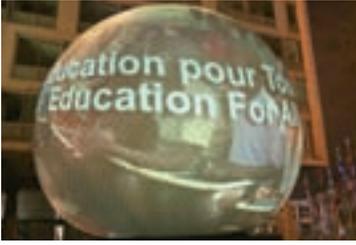
UNESCO's mission is to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.

The Organization focuses, in particular, on two global priorities:

- Africa
- Gender equality.

And on a number of overarching objectives:

- Attaining quality education for all and lifelong learning
- Mobilizing science knowledge and policy for sustainable development
- Addressing emerging social and ethical challenges
- Fostering cultural diversity, intercultural dialogue and a culture of peace
- Building inclusive knowledge societies through information and communication



Today, 776 million young people and adults are illiterate, representing 16% of the global adult population.

Despite significant progress since 2000, 75 million children remain out of primary school, 55% of them are girls.

Millions of children leave school without acquiring basic literacy and numeracy skills.



Education



Leading Education for All (EFA) by ensuring global coordination and providing assistance to Member States to achieve the EFA goals and education-related Millennium Development Goals

Promoting literacy and quality education for all throughout life, with a particular emphasis on gender equality, youth and reaching society's most vulnerable and marginalized groups, including indigenous peoples. Special attention is placed on Africa, the least developed countries and small island developing states (SIDS), with education for sustainable development as a crosscutting concern.

The international community has pledged to achieve Education for All by 2015.

The World Education Forum (Dakar 2000) agreed to reach six goals by 2015:

- Expand early childhood care and education
- Ensure that all children are able to access and complete free and compulsory primary education of good quality
- Increase access to learning and life skills programmes for youth and adults
- Improve adult literacy rates by 50%
- Eliminate gender disparities in education
- Improve all aspects of education quality.

UNESCO is leading global efforts to achieve these goals by mobilizing political will and coordinating efforts of all stakeholders in education including development partners, governments, NGOs and civil society. UNESCO works at all levels of education to promote access, equity, quality and innovation by:

- Assisting countries in formulating and implementing educational policies
- Directing special attention to Africa, the least developed countries and the 9 high population countries – Bangladesh, Brazil, China, Egypt, India,

Indonesia, Mexico, Nigeria and Pakistan – that are home to more than two thirds of the world’s adult illiterates and 40% of out-of-school children

- Developing and disseminating best practices, manuals and teacher training packages designed to cover a wide range of issues, from sustainable development to human rights education
- Promoting a comprehensive response to HIV and AIDS in the education sector
- Encouraging special measures to provide education in situations of conflict and emergency
- Supporting the development of technical and vocational education and training programmes linked to the world of work
- Setting quality standards on the recognition of qualifications in higher education
- Brokering partnerships between public, private and non-governmental actors

To accelerate action towards EFA goals, UNESCO is focusing on 3 core initiatives in key areas:

- The Literacy Initiative for Empowerment (LIFE), aimed at 35 countries most in need
- The Global Initiative on Education and HIV/AIDS (EDUCAID), to promote and scale up HIV/AIDS prevention efforts in education
- The Teacher Training Initiative in Sub-Saharan Africa, addressing the region’s large teacher shortage

Every year, UNESCO publishes the **EFA Global Monitoring Report** assessing where the world stands on its commitment to provide a basic education to all children, youth and adults by 2015.

UNESCO is the lead agency for the **UN Literacy Decade** (2003–2012) that aims to raise awareness and create new impetus for literacy, catalyze stronger political commitment, improve the quality and scale of programmes for youth and adults, and mobilize additional funding so that a significant reduction in the number of illiterates is reached.

UNESCO is also leading the **UN Decade of Education for Sustainable Development** (2005–2014) to highlight the central role of education in the pursuit of sustainable development.



Building networks in education

The Associated Schools Project Network launched in 1953, links some 8,500 schools and other education institutions in 178 countries. A laboratory for innovation, it develops programmes to promote quality education and tackles issues such as environmental protection and intercultural learning.

In higher education, over 600 UNESCO chairs and more than 60 networks have been established in some 125 countries to promote research, training and international cooperation.

UNESCO Institutes and Centres for Education

Today, six Institutes and two Centres specialized in education work as part of UNESCO's Education Sector to assist countries in tracking education problems of particular concern:

- International Bureau of Education (Geneva)
www.ibe.unesco.org/en
- International Institute for Capacity Building in Africa (Addis Ababa)
www.unesco-iicba.org
- International Institute for Educational Planning (Paris)
www.iiep.unesco.org
- UNESCO Institute for Higher Education in Latin America and the Caribbean (Caracas)
www.iesalc.unesco.org.ve
- UNESCO Institute for Information Technologies in Education (Moscow)
www.iite.ru
- UNESCO Institute for Lifelong Learning (Hamburg)
www.unesco.org/education/uil
- European Centre for Higher Education (Bucharest)
www.cepes.ro
- International Centre for Technical and Vocational Education and Training (Bonn)
www.unevoc.unesco.org





UNESCO began sounding the alarm over the need for sustainable development in 1968 by organizing a groundbreaking conference questioning the unbridled exploitation of nature. Since its inception, the Organization has developed several international programmes to assess and manage the Earth's resources.

UNESCO helps reinforce the capacities of developing countries in the sciences, engineering and technology.

In partnership with diverse funding agencies, UNESCO provides data, advice and technical assistance to help governments formulate and implement effective science and technology



Natural Sciences



Promote research and technical capacity-building for the sound management of natural resources and for disaster preparedness and mitigation

Strengthen national and regional research and innovation systems, capacity-building, the use of technologies, and scientific networking

Encourage the development and implementation of science, technology and innovation policies for sustainable development and poverty eradication

Freshwater and associated ecosystems are a priority for UNESCO's Natural Sciences Sector.

Science and Technology Policy: UNESCO helps Member States, particularly in Africa, to formulate national policies for investment in science and technology by offering policy and methodology options, and technical advice on formulation, implementation, monitoring, and review of policies and plans. It promotes university-industry partnerships and encourage countries to develop sound science governance.

The International Hydrological Programme (IHP) aims to provide the scientific knowledge, technical training and policy advice required to manage this precious resource efficiently, fairly and environmentally. IHP is increasingly involved in developing tools and strategies to prevent water conflicts from erupting between and within states over this precious resource.

The UNESCO Institute for Water Education in Delft is the hub of a global network of partners in water education and capacity building.

The UN World Water Development Report provides the most comprehensive, up-to-date overview of the state of freshwater. Every UN agency and commission dealing with water contributes to monitoring progress towards water-related targets in health, food, ecosystems, cities, industry, energy, risk management and governance. UNESCO hosts the secretariat of 26 UN partners that constitute the World Water Assessment Programme (WWAP).

Man and the Biosphere Programme (MAB), a network of more than 531 biosphere reserves, covers a majority of the world's land ecosystems. Each of these special places for people and nature functions like a living laboratory that tests ways of managing natural resources while fostering economic development.

The Intergovernmental Oceanographic Commission (IOC) and partners coordinate national research and ocean observation programmes (within the Global Ocean Observing System) and continuously monitor ocean conditions to enhance forecasts, reduce uncertainty about climate change, improve the management of marine ecosystems and resources, and provide early warnings of tsunamis and other ocean-related disasters. The IOC is leading the initiative to establish a Global Tsunami Warning System and is working to improve national development and management plans for the oceans and coasts.

International Geoscience Programme, in collaboration with the International Union of Geological Sciences, helps scientists in more than 150 countries improve techniques to assess energy and mineral resources while expanding the knowledge base of the Earth's geological processes and reducing the risks of natural disasters in developing countries.

Disaster Prevention and Preparedness: UNESCO contributes to the assessment and mitigation of natural hazards – earthquakes, volcanic eruptions, tsunamis, floods and landslides – through various programmes that are part of the UN International Strategy for Disaster Reduction. UNESCO has been promoting new undertakings such as an international flood initiative, a coalition on education to integrate disaster resilience into school educational programmes, and an alliance to develop city disaster management plans in megacities.





Sustainable Development in Small Island Developing States (SIDS): The Intersectoral Platform on the Implementation of the Mauritius Strategy for the Sustainable Development of SIDS builds synergies among all UNESCO programme sectors to plan and implement joint activities in SIDS regions. This includes strengthening the capacity of SIDS to address pressing sustainable development concerns such as climate change adaptation, reinforcing community voices in global debates, and tailoring science policy approaches to small island needs.

The International Basic Sciences Programme (IBSP) is an intergovernmental initiative to strengthen national capacities through a network of centres of excellence in the basic sciences. The IBSP deals with projects in mathematics, physics, chemistry, the life sciences and their interdisciplinary areas that serve national needs.

Renewable Energy: UNESCO helps developing countries define priorities and implement programmes for solar and other forms of renewable energy, while raising awareness of their importance and efficiency. The Global Renewable Energy Education Training Programme supports an annual summer school on 'Solar Electricity for Rural Areas' and backs pilot projects.

Local and Indigenous Knowledge Systems (LINKS) places rural communities at the heart of sustainable development by rooting resource management in indigenous knowledge and skills, and by recognizing the synergies between cultural and biological diversities.





UNESCO places ethics and human rights at the centre of its concerns.



Social and Human Sciences

Promote principles, practices and ethical standards relevant for scientific, technological and social development

Strengthen national and regional research to provide policy-oriented data on social and ethical issues

Contribute to dialogue among civilizations and cultures and to a culture of peace through philosophy, the human sciences, good governance, the promotion of human rights and the fight against discrimination.

In the field of science and technology, UNESCO develops ethical guidelines, standards and legal instruments especially in the domain of bioethics.

The Universal Declaration on Bioethics and Human Rights is the latest standard-setting instrument on bioethics. Adopted by UNESCO's General Conference in 2005, it follows the Universal Declaration on the Human Genome and Human Rights, developed by UNESCO's International Bioethics Committee and adopted in 1997. This Declaration serves as a legal reference and a basis for reflection on such critical issues as human cloning. The International Declaration on Human Genetic Data, added in 2003, sets out the ethical principles that should govern the collection, processing, storage and use of data (extracted from biological samples: blood, tissue, saliva, sperm, etc.) that are playing an increasingly important role in our lives.

Created in 1998 to meet the growing challenge presented by scientific and technological advances, the **World Commission on the Ethics of Scientific**



Knowledge and Technology (COMEST) brings together leading intellectuals and scientists. After developing ethical guidelines for freshwater, energy, the information society, outer space and nanotechnologies, COMEST is currently focusing on two main areas: environmental ethics, with particular reference to the ethical implications of global climate change, and science ethics, with particular reference to the status of scientific researchers and the regulation of scientific conduct.

UNESCO puts social and human sciences at the service of peace and development.

The compounded impact of the globalization processes induces a complex dynamic of transformations involving all social actors. Through its **Management of Social Transformations programme** (MOST), UNESCO feeds results of cutting edge research into evidence-based policies to tackle interlinked issues such as poverty eradication, gender and youth empowerment, migration and urbanization.

UNESCO encourages the teaching of philosophy with a view of stimulating critical and independent thought, developing mutual understanding and





thereby fostering tolerance and peace. Based on the UNESCO Intersectoral Strategy on Philosophy, the Organization strives to make philosophy accessible to the largest number in all parts of the world. In 2005, the **Organization established World Philosophy Day**. As an intellectual forum, UNESCO promotes international philosophical dialogues, notably through interregional philosophical encounters, on important contemporary issues relating to the promotion of democracy, human rights and dialogues.

In cooperation with public authorities, sport federations and the private sector, UNESCO promotes research on the social, economic, educational and cultural dimensions of sport with a view to contributing to governmental policies and efforts to make sport a tool for development and peace. **The International Convention against Doping in Sport** was adopted unanimously at UNESCO's General Conference in October 2005 to harmonize anti-doping efforts worldwide.

From the teacher in a one-room schoolhouse in Africa to education ministers in Asia, UNESCO works at all levels to disseminate information and promote education on human rights. By publishing reference documents, organizing conferences and helping to develop national, regional and international strategies and networks such as the Coalition of Cities against Racism. UNESCO strives to make human rights and the struggle against discrimination and intolerance essential components of research and policy-making.





UNESCO is in the vanguard of international efforts to safeguard tangible and intangible heritage.



Culture



Promote cultural diversity by safeguarding heritage in its various dimensions and enhancing cultural expressions

Promote social cohesion by fostering pluralism, intercultural dialogue, and a culture of peace, as well as the central role of culture in sustainable development

UNESCO works to preserve humanity's irreplaceable riches: its diversity and shared heritage

A set of conventions has been established to ensure the protection and safeguarding of humanity's shared heritage in both its tangible and intangible forms.

The Convention Concerning the Protection of the World Cultural and Natural Heritage, adopted in 1972, led to the establishment of the World Heritage List, which as of June 2009 includes 890 outstanding cultural and natural sites. The World Heritage Centre is the permanent secretariat of this convention.

The International Convention for the Safeguarding of the Intangible Cultural Heritage, adopted in 2003, addresses cultural expressions transmitted within communities. The Representative List of the Intangible Cultural Heritage of Humanity established by the Convention contains dozens of examples of traditional culture and folklore.

The Convention on the Protection of the Underwater Cultural Heritage entered into force in January 2009. It ensures protection for submerged cultural property against looting and destruction.

The 1954 Convention for the Protection of Cultural Property in the Event of Armed Conflict, and its Second Protocol of 1999, help to rebuild broken communities, re-establish their identities, and link their past with their present and future.

Since 1970, **the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Cultural Property** has provided a solid international platform for combating illicit trafficking in cultural property. It encourages heritage policies that uphold respect for cultural diversity.

Since 2001 when **the Universal Declaration on Cultural Diversity**, was adopted, recognizing diversity as the common heritage of humanity, UNESCO has been encouraging both diversity and dialogue, which are mutually supportive.

The 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions reaffirms the right of States to draw up cultural policies, recognizes the specific nature of cultural goods and services as vehicles of identity, values and meaning, and strengthens international cooperation to favour the cultural expressions of all countries.

Under the umbrella of **the Convention on the Protection and Promotion of the Diversity of Cultural Expressions**, UNESCO has created the Global Alliance for Cultural Diversity, which supports local cultural industries, including crafts, music, publishing and film in developing countries through public-private and North-South partnerships.



UNESCO maintains longstanding programmes that foster links between peoples, such as the Silk Route and the Slave Route projects, the Atlas of the World's Languages in Danger, and the History of Humanity book series devoted to Africa, Latin America, Caribbean, Central Asia.

Other Key UNESCO legal instruments for culture:

1950: Agreement on the Importation of Educational, Scientific and Cultural Materials (Florence Agreement) with its Protocol (Nairobi) to improve the circulation of knowledge.

1952: Universal Copyright Convention, revised in 1971, protects intellectual property – from scientific and literary texts to film and sculpture – with the familiar ©.

1980: Recommendation concerning the Status of the Artist recognizes the special labour conditions of artists and their unique role in society.





Communication, information and knowledge are driving forces of sustainable development. UNESCO believes they must also become the basic tools for disadvantaged people to improve their own lives. To build inclusive knowledge societies, the Organization focuses on the human dimensions of the digital divide – cultural and linguistic diversity of contents, access and empowerment of civil society.



Communication and Information



Foster free, independent and pluralistic communication and universal access to information

Promote innovative applications of Information and Communication Technologies (ICT) for sustainable development

A key part of UNESCO's strategy consists of in promoting access to information and knowledge notably by creating ICT training opportunities, with special focus on women and young people; developing and distributing free software; and collaborating with private software companies for the benefit of all.

In the developing world, **UNESCO's Community Multimedia Centres (CMC)** promote community empowerment and open a gateway to active membership in the global knowledge society. CMCs combine low-cost, easy-to-operate community radio with public access to the Internet and related technologies. They inform, educate and entertain, but also give a strong public voice to the voiceless and encourage greater accountability in public affairs.

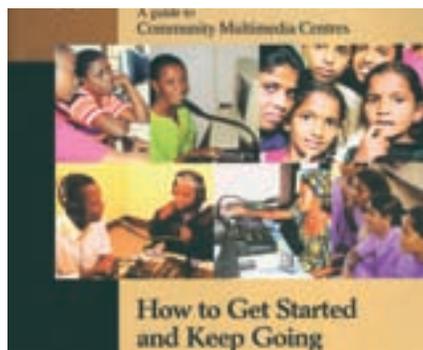
UNESCO promotes freedom of expression and press freedom as basic human rights. By providing policy advice and developing networks, it encourages governments to develop standards and legislative instruments to defend this principle. UNESCO also provides direct support to independent and pluralistic media, especially in countries in transition and in conflict and post-conflict areas. In Afghanistan, for example, UNESCO helped re-launch the independent Kabul Weekly and the national news agency. It has also been working with the government and local media to develop new legislation mindful of press freedom and public service broadcasting.

UNESCO serves as a watchdog for press freedom by publicly denouncing serious abuses, including the assassination and detention of media professionals. It works to protect threatened individuals through diplomatic channels. In addition, the annual UNESCO World Press Freedom Prize, worth US\$ 25,000, is awarded to individuals and organizations defending freedom of expression at great risk.

The International Programme for the Development of Communication (IPDC) works to improve the resources of independent and pluralistic media in developing countries and those in transition. The IPDC helps to fund projects from training courses to the modernization of news agencies and broadcasting organizations.

Through the Information for All Programme, UNESCO fosters debate on the political, ethical and societal challenges of the emerging global knowledge society and develops guidelines and projects to promote equitable access to information.

UNESCO's initiative for Creative Content seeks to stimulate innovation in local content production for television, radio and new media in developing countries and to promote cultural and linguistic diversity. The programme makes available UNESCO's Audiovisual E-Platform, a multicultural, audiovisual online catalogue for independent producers and broadcasters.



UNESCO helps libraries and archives make the transition to the digital age,

for example, by digitizing parchments of the Lithuanian Academy of Sciences or extraordinary Arab and Islamic scientific manuscripts. UNESCO and the United Nations Food and Agriculture Organization (FAO) launched a training CD-ROM on 'Digitization and Digital Libraries' for both librarians and non-professionals.

UNESCO played a key role in the creation of the *Bibliotheca Alexandrina*,

the largest library in the Middle East and Africa, inspired by the legendary institution founded over 2000 years ago by Ptolemy I.

Through UNESCO's Memory of the World Programme,

an international advisory committee maintains a registry to protect and digitize documentary heritage of universal value. Treasures include the oldest version of the Koran, known as the Mushaf of Othman; the most comprehensive collection of Chinese traditional music; Fritz Lang's Metropolis and Ludwig van Beethoven's Ninth Symphony; Mexican codices, the only existing original sources of pre-Hispanic culture; and works from the Ethiopian National Archives and Library organizations.

UNESCO has been a key participant in the World Summit on the Information Society (WSIS), promoting the concept of 'knowledge societies' and its four principles: freedom of expression, universal access to information and knowledge, equal access to education and cultural diversity. In addition to projects furthering the WSIS Plan of Action, UNESCO organizes events to highlight development opportunities offered by ICT in education, the sciences, culture and communication.



How is it financed?

UNESCO's regular two-year budget is financed by Member States through assessed contributions. The regular budget for 2008 and 2009 was US\$ 631 million. UNESCO also benefits from substantial extra-budgetary funding to strengthen its programmes, especially in the field, and to increase its outreach activities. In 2008, these extra-budgetary resources amounted to approximately US\$ 308 million.

Get involved...

Join one of the 3,600 UNESCO Clubs, Centres and Associations in more than eighty countries.

www.unesco.org/en/youth

Contact one of the Associated Schools

<http://www.unesco.org/education/asp>

UNESCO accepts a limited number of national officials, researchers and university students as interns to work in the Organization's fields of interest for one to three months. Several fellowships and student grants are also available.

www.unesco.org/en/fellowships

Since 1946, UNESCO has been led by:

Julian Huxley of the United Kingdom (1946–1948)

Jaime Torres Bodet of Mexico (1948–1952)

John W. Taylor of the United States (1952–1953)

Luther Evans of the United States (1953–1958)

Vittorino Veronese of Italy (1958–1961)

René Maheu of France (1961–1974)

Amadou-Mahtar M'Bow of Senegal (1974–1987)

Federico Mayor of Spain (1987–1999)

Koïchiro Matsuura of Japan (1999–)

The Institute of Statistics

The UNESCO Institute for Statistics (Montreal) was established in July 1999 in order to meet the growing needs of UNESCO Member States and the international community for a wide range of policy-relevant and reliable statistics in the fields of education, science and technology, culture and communication.

www.uis.unesco.org

UNESCO Prizes

UNESCO awards thirty-three international prizes in its fields of competence, such as the Félix Houphouët-Boigny Peace Prize, the L'Oréal – UNESCO Prize for Women in Science and several international literacy awards.

www.unesco.org/en/prizes



United Nations
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How does it work?



Koïchiro Matsuura of Japan was elected Director-General in 1999 and re-elected in 2005.

The General Conference is UNESCO's primary decision-making body, comprising representatives of all Member States. It meets every 2 years to determine the policies and main lines of work of the Organization. Following the principle of 1 vote per country, it approves UNESCO's biennial programme and budget. Every 4 years, it appoints the Director-General based on the recommendation of the Executive Board.
www.unesco.org/en/general-conference

The Executive Board, composed of 58 Member States, is responsible for the execution of the programme adopted by the General Conference. It meets twice a year to examine the Organization's programme and budget.
www.unesco.org/exboard

The Secretariat consists of the Director-General and staff. The Director-General is the executive head of the Organization. He or she formulates proposals for appropriate action by the Conference and Board and prepares a draft biennial programme and budget. The staff implements the approved programme.

UNESCO numbers 2,000 staff members from some 170 countries (March 2009). Under the current decentralization policy, 740 staff members work in UNESCO's 65 field offices around the world.

UNESCO's National Commissions constitute a unique network within the UN system. The Commissions in 191 Member and Associate States form a vital link between civil society and the Organization. They provide valuable insight for the Organization's programmes and help implement many initiatives including training programmes, studies, public awareness campaigns and media outreach. The Commissions also develop partnerships with the private sector, which can provide valuable technical expertise and financial resources.
www.unesco.org/en/national-commissions

UNESCO is part of the UN system and works closely with a wide range of regional and national organizations. Some 350 non-governmental organizations (NGOs) maintain official relations with UNESCO and hundreds more work with the Organization on specific projects.

MILESTONES



1940s

16 November 1945:

Representatives of 37 countries meet in London to sign UNESCO's Constitution which comes into force on 4 November 1946 after ratification by 20 signatories.

1948: UNESCO recommends that Member States make free primary education compulsory and universal. Publication of the first issue of the UNESCO Courier.

1950s

1952: An intergovernmental conference convened by UNESCO adopts the Universal Copyright Convention. In the decades following the Second World War, the Convention served to extend copyright protection to numerous states not then party to the Berne Convention for the Protection of Literary and Artistic Works (1886).

1956: The Republic of South Africa withdraws from UNESCO claiming that some of the Organization's publications amount to 'interference' in the country's

'racial problems'. The state rejoins the Organization in 1994 under the leadership of Nelson Mandela.

1958: Inauguration of UNESCO's permanent Headquarters in Paris designed by Marcel Breuer (United States), Pier-Luigi Nervi (Italy) and Bernard Zehrfuss (France).

1960s

1960: Launch of the Nubia Campaign in Egypt to move the Great Temple of Abu Simbel to keep it from being swamped by the Nile after construction of the Aswan Dam. During the 20-year campaign, 22 monuments and architectural complexes are relocated. This is the first and largest in a series of campaigns including Moenjodaro (Pakistan), Fez (Morocco), Kathmandu (Nepal), Borobudur (Indonesia) and the Acropolis (Greece).

1968: UNESCO organizes the first intergovernmental conference aimed at reconciling the environment and development, now known as 'sustainable development'. This leads to the creation of UNESCO's Man and the Biosphere programme (MAB).



1970s and 1980s

1972: The Convention concerning the Protection of the World Cultural and Natural Heritage is adopted. The World Heritage Committee is established in 1976 and the first sites are inscribed on the World Heritage List in 1978.

1974: Pope Paul VI awards the John XXIII Peace Prize to UNESCO.

1975: The United Nations University is established in Tokyo under the auspices of the UN and UNESCO.

1978: UNESCO adopts the Declaration on Race and Racial Prejudice. Subsequent reports on the issue by the Director-General serve to discredit and dismiss the pseudo-scientific foundations of racism.

1980: The first two volumes of UNESCO's General History of Africa are published. Similar series focus on other regions, notably Central Asia and the Caribbean.

1990s

1990: The World Conference on Education for All, in Jomtien (Thailand) launches a global movement to provide basic education for all children, youths and adults. Held ten years later in Dakar the World Education Forum commits governments to achieving basic education for all by 2015.

1992: Creation of the Memory of the World Programme to protect irreplaceable library and archive collections. It now includes sound, film and television archives.



1997: The United Kingdom returns to UNESCO which it left in 1985.

1998: The Universal Declaration on the Human Genome and Human Rights, developed and adopted by UNESCO in 1997, is endorsed by the UN.

1999: Director-General Koïchiro Matsuura undertakes major reforms to restructure and decentralize the Organization's staff and activities.

21st century

2001: The General Conference adopts the UNESCO Universal Declaration on Cultural Diversity.

2003: The United States returns to UNESCO which it left in 1984.

The General Conference adopts the Convention for the Safeguarding of Intangible Cultural Heritage.

2005: UNESCO and its Intergovernmental Oceanographic Commission develop and launch an interim tsunami early warning system in the Indian Ocean.



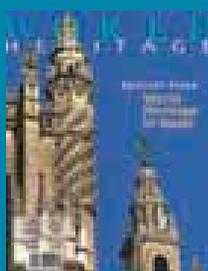
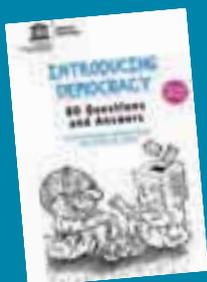
Bureau of Public Information

The UNESCO Bureau of Public Information (BPI) provides the media worldwide with information on the Organization's actions and priorities, including film footage, photographs and sound recordings of UNESCO events and activities. It also organizes press conferences and produces films and television shows.

BPI schedules, manages and promotes major UNESCO events including concerts, exhibitions and shows and promotes interactive communication through the UNESCO web portal. Its publishing house produces and distributes over 100 titles worldwide in English, French and Spanish on a variety of subjects reflecting the Organization's expertise.

www.unesco.org/bpi

UNESCO Publications



**To find out more,
contact:**

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